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ABSTRACT

The objectives of the three-year Vocational Opportunities Integrated in Current Education (VOICE) project, carried on in the San Antonio Independent School District, were to develop and implement a career development and occupational awareness model program for elementary through senior high school students, to add dignity to the world of vocational occupations, and to help students relate academic subjects to occupational requirements. Special focus of the VOICE program was toward underachieving students with language difficulties (bilingual) and socioeconomic disadvantages who would be non-college bound and possible school dropouts. At the elementary and junior high school levels, project efforts were directed toward career awareness for students and teachers, while at the senior high school level, efforts were to provide saleable skills for graduating students, a vocational guidance counselor at each high school, and placement services for graduates. One of the outstanding characteristics of the VOICE program was the involvement of people from outside the school system, families of students, and the local business community. Third party evaluators felt VOICE was an effective model, as its concepts were incorporated into district schools, and that it created change in the thinking of the Mexican-American community. About half of the document is devoted to appendixes. (EA)

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FINAL REPORT

Project No. 0-361-0158
Grant No. OEG-0-71-0586 (361)

Vocational Opportunities Integrated in Current Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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The Project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

From: September 1, 1970 to August 1, 1973

GOALS

* To increase students' awareness of the world of work.
* To introduce exploratory vocational trades.
* To increase the pupil's desire to continue education.
* To provide guidance for the college bound student.
* To tutor the academically deficient.
* To provide placement for students with terminal type training.
* To provide short-term intensive training for entry level job skills for students leaving school.

PROCESS OBJECTIVES

* To develop an intensive program of vocational guidance-counseling-placement in grades 1-12 in the target area.

* To develop and implement a Vocational Opportunities Curriculum for junior high students in the target area.

* To expand the Youth Tutoring Youth Program into the vocational area.

* To expand the Bilingual Office Education program into a three-year program.

PRODUCT OBJECTIVES

* To develop an awareness of occupations in elementary students by utilizing materials integrated into the elementary school curriculum.

* To bring about an awareness among elementary teachers of the value of integrating vocational materials into the elementary curriculum.

* To provide intensive and short-term entry level skill training prior to and/or after exit from the school for students who have not received vocational training.

* To provide short-term intensive job entry skill training to seniors prior to or immediately after graduation.

PROCEDURES

The major activities and accomplishments of the VOICE Exemplary Project began September 1, 1970, with the hiring of Project Coordinator, Mr. Louis Antu. A structure was then established that provided purpose, objectives and procedural guidelines. The recruitment of a staff was initiated. Contact was made with Model Cities, Chamber of Commerce, Community Organizations and Federal and State Funded Organizations operating in the area. VOICE was introduced to all participating schools.

A pilot program on the introduction of construction building trades was initiated at Cooper Junior High with thirty (30) students participating and Rhodes Junior High with twenty (20) students participating.

The structure of this pilot program was developed by the use of the existing Industrial Arts Curriculum Program's materials, texts, study guides and using a coordinated Vocational Academic Instructor in self contained classes in two (2) hour blocks at Rhodes Junior High and three (3) hour blocks at Cooper Junior High.

On January 1, 1971, seven (7) short term job entry level vocational courses were started at Lanier - engine tune-up, welding, furniture upholstery, nurse's aides, ward clerks and medical records, and two drafting classes. Seven (7) part-time vocational instructors and one (1) part-time counselor were added to the VOICE staff.

Over five thousand junior high school students have benefited from lectures and visits by professionals, technical experts and tradesmen.

At Lanier High School, on a voluntary basis after school, 294 students enrolled in the program. The average attendance was kept well over 90%.

In 1972, five courses were initiated at Lanier High School: Nurse's Aide, Ward Clerk, Welding, Business Machines, and Furniture Upholstery. These courses were intensive training for entry level on a voluntary basis.

A daily class in Occupational Awareness was established at Cooper Junior High School. This class was taught by a junior high occupational orientation consultant and continued through May, 1972.

The program on the introduction of construction building trades was continued at Cooper Junior High School and Rhodes Junior High School with a total of sixty (60) students participating.

A continuing series of assembly programs, "Living Witnesses," sponsored through the National Alliance of Businessmen, was initiated in five junior high schools: Rhodes, Cooper, Tafolla, Irving and Harris.

Resource speakers were scheduled October through April in the same junior high schools. These speakers represented a wide range of careers in health, the trades, industry and service occupations.

Films and other media evaluated and considered appropriate to the aims of career education were scheduled into the junior high schools.

Public service announcements were initiated via the local media.

An Occupational Orientation Program was begun through the Social Studies Department at Rhodes Junior High School with an Occupational Orientation Specialist teaching eight periods per week through December, at which time the program was assumed by the teachers in the department.

A two day TEA Area Workshop on Occupational Orientation was held at the Area III Conference Room October 6 and 7 attended by all VOICE consultants and the Director.

Expansion of vocational exploratory projects began March 16, 1971, when a course for over-aged, hard core, potential drop-outs selected by teachers, counselors, and the principal at J. T. Brackenridge Elementary, was initiated. Two Teacher Corps Interns volunteered for this project.

On April 5, 1971, eighteen over-aged, hard core, potential drop-out students selected by the counselor, principal, and some teachers at Cooper Junior High School, started a small engine repair project. Technical instruction was handled by a nearby Youth Opportunity Center Volunteer Instructors.

On May 5, 1971, a commitment was made by Dr. G. M. Fleming, Santa Rosa Medical Center, for eighty hours on the job training for the Nurse's Aides and Ward Clerks.

Employment was offered for some of these trainees by the San Antonio State T. B. Hospital.

The Bexar County School for Para-Medical training at Robert B. Green invited VOICE to coordinate and standardize the Nurse's Aides curriculum on May 17, 1971.

Six field trips sponsored by VOICE were made for the elementary schools to WOAI Television Station, The Light Newspaper Company, KCOR Radio Station, H. B. Zachry Construction Company and Enchanted Rock.

Presentations to the National Pan-American Forum Convention, a Beaumont Independent School District touring group, and the San Antonio Chamber of Commerce was made on the VOICE project as part of community relations.

November 1, 1971, a placement counselor was hired to establish a job placement and follow-up office in Area III.

In December, 1971, one of the Occupational Orientation Consultant's assigned to junior high resigned. Also in December, the following intensive training courses were added to Lanier: Auto Tune-up, Map Drafting, Dressmaking, Salesmanship, Typing Enrichment and Copy Preparation.

The tutoring program started in January, 1971 continued apace.

A full-time vocational counselor for Lanier High School and an additional Occupational Orientation Consultant were hired in December, 1971.

In February, 1972, the Director and Vocational Counselor coordinated activities with the Associate Director of Adult Basic Education.

The VOICE project helped implement Career Day at Rhodes Junior School with approximately 250 ninth grade students participating. Career Day Programs and Occupational Speakers were continued at the junior high level.

During February development of lesson plans for elementary 1-6 was begun by all consultants and was carried on through August, 1972, at which time these materials were distributed to elementary teachers.

In April, a Job Orientation Short Course was conducted by the Vocational Counselor for all seniors. The Director and Vocational Counselor, together with Student Council Presidents from three high schools, coordinated Youth Employment Week with Mayor of San Antonio.

The junior high consultant attended an Area I workshop teaching strategies at the Convention Center April 10.

The Director and all Consultants attended a meeting for Vocational Counselors conducted by Dr. Hurley from Texas A & M University.

A proposal was submitted to and approved by the State for a project entitled, UPGRADE TEACHER COMPETENCIES IN THE USE OF CAREER EDUCATION MATERIALS, hereafter referred to as "Staff Development." This component of VOICE was completely funded by the State and directs itself to elementary reading teachers in Area II. A Program Specialist and secretary were hired for this project in June, 1972.

Workshops were conducted in three phases. Two were held in June, one on an intensive ten day basis, the other, two days a week running concurrently. The third phase was conducted one meeting each month during the school year.

During this period a revised booklet on VOICE for the purpose of dissemination was completed.

RESULTS AND ACCOMPLISHMENTS

The community, educators, and businessmen continued to be highly receptive and agreeable to the idea of occupational orientation and vocational training programs in the public schools. This was evidenced by their increased involvement.

The expanded program in the junior high school concretely provided a boost in attendance for those days. A much broader exposure to persons engaged in careers was provided for the junior highs.

The short term after school courses were considered successful with 90% of the students enrolled either successfully placed on the job or in a post secondary training institution.

The job placement component initiated in December, 1971, made over 1,300 placements, thus providing tax-paying members of the working force.

A series of in-service training workshops were set up for teachers and school principals of the District starting August 21, 1972, which included informational presentations on Career Education. These presentations were highly praised by the local school administrators and will continue.

EVALUATION

On December 15, 1971, Dr. Dana Davis and Dr. Len Trout, Sierra Planning/Research Associates, made their first on-site visit to Program VOICE for the year. Their second visit was made January 11-12, 1972.

Mr. Bob Mann, Texas Education Agency, made an on-site visit March 6, 1972.

Dr. Dana Davis, Sierra Planning/Research Associates, made the third visit April 11-12, 1972.

On October 2 and 5, 1972, Nancy Rhett from Washington, D.C., Mr. Ray Barber from Texas Education Agency, Mr. Bob Mann from Texas Education Agency and Mr. Bill Sands from Dallas made an on-site visit.

Dr. Dana Davis and Dr. Jack Davis, Sierra Planning/Research Associates, made another on-site visit on January 11, 1973.

Mr. Ray Barber, Texas Education Agency, visited on February 26, 1973.

Dr. Dana Davis returned on May 10, 1973, and then again July 30, 1973, for her last evaluation report.

INTRODUCTION

The VOICE project was a cooperative and comprehensive effort on the part of the San Antonio Independent School District, the community resources of the City of San Antonio and Model Cities Neighborhood Area to establish an exemplary guidance and counseling program for the youth in this area. The project had its major focus on providing in-school and community based guidance and counseling services to the elementary level which reached thousands of students over a three year period.

At the junior school level the efforts were directed toward developing and implementing an occupationally integrated curriculum - relating it to the standard academic subjects.

Throughout the project there was a concerted effort to add dignity to the world of occupations. A bilingual approach to vocational office education was implemented. Short-term intensive training for entry level job skills was available for students leaving school as well as placement services for students upon exit from school.

Activities and services funded under this project continue to be available through the public local educational agencies to students, whose educational needs may be met by the project.

PROBLEMS

It was apparent in the findings of educational research studies such as the Alamo Area Council of Governments, created by the Governor for comprehensive planning of utilization of Texas Researchers that major revisions were necessary within public education sytems to more adequately meet the needs of students. Studies that attempted to identify educational program deficiencies revealed an array of concerns that presently challenge public school administrators and teachers. A major problem has been identified to exist in urban areas where a high-incidence of disadvantaged students reside, such as the San Antonio Model Cities Neighborhood Area. In such areas, a common concern was, and is, that academic or college oriented programs have not related to the vocational aspects of the over-all curriculum, both elementary and secondary.

This program deals with the problem of developing the foundation and framework for a complete program of Occupational Education from elementary through the secondary levels that are articulated and oriented within a career development and occupational structure.

The students in this area have consistently been under-achieving due to many factors. Language difficulties correlated with socio-economic disadvantages have perpetuated a continuous cycle of drop-outs who in turn continue to reside and bear children influenced by their parents background. The cycle has not progressed to any noticeable degree where students think in terms of accomplishments. The percentage of students attending college from this are still far below the national standard.

Research revealed that there was a stigma attached to vocational occupations and trade schools.

Students not having college preparation courses developed inferiority complexes and became frustrated. They felt they had been left out.

Because of the drop-out cycle students did not receive proper guidance and counseling from parents who suffered the same experiences. The few students who did achieve, did not return to the community to inspire others. They are unable to identify with peer groups.

V.O.I.C.E. OBJECTIVES

I. To develop an intensive program of vocational guidance-counseling-placement in grades 1-12 in the target area.

II. To develop and implement a Vocational Opportunities Curriculum for junior high students in the target area.

III. To expand the Youth Tutoring Youth Program into the vocational area.

IV. To expand the Bilingual Office Education program into a three-year program.

V. To develop an awareness of occupations in elementary students by utilizing materials integrated into the elementary school curriculum.

VI. To bring about an awareness among elementary teachers of the value of integrating vocational materials into the elementary curriculum.

VII. To provide intensive and short-term entry level skill training prior to and/or after exit from the school for students who have not received vocational training.

VIII. To provide short-term intensive job entry skill training to seniors prior to or immediately after graduation.

DESCRIPTION

The program's effort was directed toward expanding the student's self-awareness to an occupational structure, starting at the elementary level. This was done by establishing a comprehensive exemplary program in counseling and guidance.

San Antonio's on-going bilingual VOE program was supplemented. Acquiring basic work habits of industry and identifying as a worker in the world of work was accented. Stress was placed on emphasizing the dignity related to people in all occupations and the importance of successful work accomplishment regardless of job title.

Parental involvement of Model Neighborhood Area residents was incorporated in the project design. A primary aspect of this project was to offer direction to the entire educational program as it relates to the total curriculum (academic and vocational). Vocational exposure and experience that is relevant to the other aspects of the school program has been built within the framework of the project.

Practical application of work and school was evident to the student throughout this program. In this manner it differed greatly from the traditional approach. The curriculum is designed to prepare youth to implement their vocational preferences, aptitudes, and capabilities.

RESULTS AND ACCOMPLISHMENTS

I. Guest Speakers

One thousand five hundred and fifty-two resource speakers from 107 career fields spoke to 44,950 students.

II. Newspaper Articles

A. Forty-three articles on VOICE activities appeared on local newspapers.

B. Television coverage - sixteen of the fifteen minute television programs on career education were telecast by WOAI, KSAT and KENS television stations.

III. Radio Broadcasts

VOICE personnel participated in fifty-six talk shows regarding career education on major local radio stations. Also, VOICE personnel wrote script for "one line" broadcast spots. These "one line" spots were presented as public announcements 5,017 times.

IV. Biographies on Local Citizens

Occupational Orientation Consultants undertook a project of soliciting auto-biographies of prominent citizens from minority groups. These life stories, without exception, begin with extreme poverty and hardships and conclude with success. These auto-biographies were compiled into book form and placed in the Career Information Library for grades 6-12.

V. Career Information Library

VOICE consultants, with the cooperation of local industries, produced a series of sound-on-slide presentations for use at the junior high and senior high levels. These presentations were produced on industrial sites with a question and answer theme. Individual workers described their jobs to the consultant interviewer explaining how academic achievement relates to specific job skills. These presentations are highly motivating and will be available from the Career Information Library.

VI. Career Education Lesson Plans

Comprehensive career education lesson plans were developed for grades 1-6. Lesson plans for junior high were completed this year. Junior high lesson plans were developed on job clusters and are applicable for grades 7-9.

VII. Placement Offices

The third placement office opened in Area I on May 1, 1973. The Area I Placement Office will serve students from Fox Tech, Edison and Jefferson High Schools. The urgency of the added placement facility became obvious with thirty-three student placements in a one month period.

VIII. Short Term Courses

The VOICE staff developed a six (6) weeks short term intensive

training course entitled, How To Get a Job and Keep It, for use at the senior high level grades 10-11. The course is designed to increase the self awareness of the potential drop-out and to make known the possible job opportunities available to him. (APPENDIX p. 27)

IX. Evaluation Instruments

As the career education program progressed in its development, it became apparent that the classroom teacher was the determinant of the acceptance of the career development concept. How well the teacher internalized the career awareness concept determined the extent to which the student himself developed within the conceptual framework of career development.

Just what does the classroom teacher know about career development? How is the teacher helping students to develop attitudes concerning the world of work? To find the answers to these questions the VOICE staff developed "Teacher Opinionnaires" and administered them to the entire faculty of four junior high schools, a total of 145 teachers. The total opinionnaire, with results, is submitted. (APPENDIX p. 33)

X. Career Education Mailing List

VOICE has sent out 128 copies of Career Education materials to other Career Education Programs in the United States and overseas. (APPENDIX p. 43)

XI. Job Placement and Follow-Up

The Employment Placement facilities of the San Antonio Independent School District continues to serve as a model for school districts throughout the nation. Placement personnel have become actively involved with the business and industrial communities. The local branch of the National Alliance of Businessmen, The Chamber of Commerce and the San Antonio Manufacturers Association have asked the Placement offices to become honorary members of these organizations.

Since the beginning of the first Placement office in December, 1971, the placement component has negotiated 1,088 permanent type career jobs for students leaving the school district. (APPENDIX p. 36)

IMPLICATIONS AND CONCLUSIONS

Endorsement for continuing career education in the San Antonio Independent School District has come from parents, teachers, and from business and professional organizations throughout the community. This is evidenced by their ever increasing involvement and coordination of activities with VOICE consultants and Placement personnel. Teachers, principals, and administrators who have been exposed to career education express concern about the future occupational orientation in the classroom.

Teacher Opinionnaires administered to one hundred fifty-six (156) junior high teachers revealed that eighty percent (80%) of these teachers agreed that first-hand knowledge would be an excellent motivational device. However, since field trips are expensive and use of private vehicles is prohibited the next best resource is the guest speaker. The guest speaker can relate jobs and experience to the educational setting. Eighty one percent (81%) of teachers surveyed agreed that the use of resource speakers would be a valid means of gaining understanding about the world of work.

In an average classroom situation where a student asks why a particular subject is important or how knowledge of a particular subject applies to a work situation. The teacher cannot answer if he doesn't realize the career implication of subject matter himself. Therefore, the need for instructional materials in the area of occupational awareness is important to both teacher and student.

Although seventy-six percent (76%) of teachers indicated agreement with statement number six (6) on the "Teacher Opinionnaire":

> If students can see the relevancy of academic skills to future career possibilities, the drop-out rate will decrease.

Twenty-one percent (21%) were undecided, leaving a rather clear impression that these teachers did not know anything about career education concepts. At one point, when the opinionnaire was being administered to a group of forty (40) teachers, a teacher made the remark, "I wonder what they teach in career education." Obviously, the question is not WHAT? but HOW?. One has the impression that too many teachers are prone to teach content rather than process.

Attention should be drawn to the classroom teacher role in vocational guidance. The teacher, cognizant of the fact or not, performs many guidance functions in the classrooms. Teachers guide students in group discussions and in individual conferences. It is the teachers responsibility to point out how a field of specialization relates to a career that a student becomes interested in. On the other hand, the counselor has the responsibility to provide materials, information and ideas that assist the teachers' instructional program.

The significance of teacher involvement is singularly the most important aspect of career education. Given a concept that has merit and validity the teacher can add his own personality and innovativeness to become the change agent that is needed to bring relevancy to the curriculum. Through career information and occupational exploration and investigation in the classroom this goal can become a reality.

RECOMMENDATIONS

One of the outstanding characteristics of the VOICE program has been the consistent effort to involve people from outside the school system in the activities of the program. Families have been involved on the elementary level along with guest speakers from the local business community. The local business community has participated in Career Day activities at the junior and senior schools. The spirit of cooperation carries through to state level with the involvement of the State Education Agency and the State Employment Commission. At the local level the extent of this cooperation is reflected in the fact that the Greater San Antonio Chamber of Commerce and the San Antonio Manufacturers Association have issued public reports endorsing the implementation of Career Education in the San Antonio Independent School District and at the same time urging other schools to follow the example set by the San Antonio Independent School District.

At present, it is the avowed philosophy of the Superintendent and the Board of Education, that the district is fully committed to the development and implementation of a total career education program for K-12 as the best policy to provide opportunities for the total learning and career preparation for students in the San Antonio Independent School District.

In an effort to achieve the objectives of career education throughout the district the following recommendations are proposed:

1. All counselors and guidance personnel become familiar with

career education materials developed by the VOICE program. This may be done through intensive in-service conducted by an Occupational Orientation Specialist at the beginning of the school year.

2. Counselors be provided with a packet containing lesson plans, media catalog, guest speaker list, and other specialized information from VOICE.

3. Counselors and guidance personnel totally assume the role of the occupational orientation consultant (APPENDIX, p. 50) in their assigned schools. At the elementary level it should be the counselor's responsibility to insure that each teacher acquaint each child with an occupational awareness program covering a broad array of jobs. It is expected that children at the elementary level:

   a. Develop wholesome attitudes toward work
   b. Become familiar with key occupational concepts
   c. Develop respect and appreciation for workers in all fields
   d. Formulate a concept that includes possible work roles. This concept should take into account interest, abilities, values and needs.

4. At the junior high level the counselor should provide the leadership and initiative in providing a comprehensive, articulate career development program for grades 7-9. At this level children should be expected to deal with selected topics related to concepts of work such as: Employer-employee relations, labor unions, fringe benefits, social security, etc. In addition,

children upon exit from the junior high school should be able to:

a. Understand career opportunities in the light of present and anticipated employment needs.

b. Understand the formal and informal training programs relative to occupational entry.

c. Have some understanding of personal abilities, interests, and needs in relation to more intensive investigation and training.

5. At the senior high level the occupational placement officers will supply employment data gathering and occupational information to all counselors in the senior high schools. This information will include current employment opportunities and requisites and forecast for future employment needs. The three placement officers will channel all part-time job orders directly to counselors in each of the three high schools assigned to him. All job orders obtained on any one day will go to school A. The following day job orders will be channeled to school B. The third day it will be channel to school C. Counselors in each school will hold job orders for a maximum of two days. If the job orders are not filled, the counselor will rotate job orders to the next school for action. By the constant circulation of job orders between three high schools, counselors and co-op teachers will have an opportunity to fill job orders from his/her school on any day. The significance of school counselor -employer relationship is evident in a successful career education program. With almost daily contact with local employers

the school counselor will be more likely to enhance his own knowledge on career opportunities and thereby make more valid assessments in career counseling.

6. The placement offices in addition to regular duties of job placement and follow-up, will involve the business community with school activities in various phases of program implementation. They will assist the school career education program by assisting in the maximum use of advisory committees as work information resources and for curriculum input. They will provide referral services for students and graduates for continuing career education and upgrading occupational skills. In addition, the placement offices will provide individualized instruction designed to stimulate self awareness, and knowledge of the world of work, information regarding job requisites, skills and training, and ultimately, practice of job placement.

F I N A L R E P O R T

E X E M P L A R Y P R O J E C T

VOCATIONAL OPPORTUNITIES IN CURRENT EDUCATION

PROJECT VOICE

OF

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Evaluators:

Dr. Dana Davis
Dr. J. Clark Davis
Dr. Len L. Trout
Sierra Planning/Research Associates

August, 1973

INTRODUCTION

The aim of the third party evaluators of this project has been to assess the degree or extent to which the stated objectives were being achieved and to observe the discrete outcomes of the project. The continuing progress of Project VOICE has been described in the evaluation reports which were submitted to the Project Director after each of 11 on-site visits.

Briefly, the purposes and activities of the on-site visits were as follows:

Visit #1, February 3, 1971

The purposes of Evaluation Visit #1 were:

1. To gain an overall understanding of the day-to-day workings of the project by meeting with the staff at the decision making and implementor level;
2. To identify the established priorities of the project;
3. To tour the facilities;
4. To gather details of instruction, administration, and logistics; and
5. Problems of program operation.

Visit #2, March 22, 1971

The purposes of this visit were:

1. To gain further understanding of the day-to-day workings of the project by meeting with the staff;
2. To observe and gather data regarding the junior high school exemplary program;
3. To further tour and observe the District facilities; and
4. To discuss problems of program and operations.

The evaluators met with Project Director and administrators of the San Antonio Independent School District in order to determine the support of the District for the project.

Visit #3, April 15, 1971

The purpose of this visit was to spend time with the staff of the project in order to observe the career education program in the elementary schools and the in-service training of elementary teachers.

Specific activities included:

1. Visit to Brewer Elementary School;
2. Review of Elementary Career Education Guide; and
3. Review of materials and activities planned for the elementary schools.

Visit #4, June 1, 1971

The purpose of this visit was to evaluate the status of the project objectives and to determine project priorities.

Specific activities of this visit were:

1. A review and revision of project objectives;
2. A determination of the status, process, and accomplishments of each objective; and
3. An ordering of priorities for the 1971-72 school year.

Visit #5, October 12-13, 1971

Because of the internal organizational changes that had taken place within the project, this visit had been delayed until these matters were finalized. The purposes of this October visit were:

1. To collect data regarding the 1971-72 school year operation of Project VOICE;
2. To interview the staff and identify their role in the current program;
3. To review the line and staff structure of Project VOICE;
4. To offer guidance for further improvement of the operations of Project VOICE;

5. To review the priorities for the second year of the program operation; and

6. To assist in formulating the fiscal strategies relating to program operation.

Visit #6, January 12-14, 1972

The purposes of this visit were:

1. To review the fiscal strategies relating to program operation;

2. To visit the junior high schools and observe the program activities;

3. To review the general program activities with the Director and staff; and

4. To collect data regarding the implementation of the Project Employment Placement Office.

Visit #7, April 12-13, 1972

The purpose of this visit was to interview project staff in order to determine the progress of activities, and to find out what problems they might be having in achieving the objectives of the project. The specific activities of this visit were:

1. Interviews were conducted with all project personnel; and

2. Site visits were made to Lanier High School, the Placement Office, and Hood Elementary School.

Interviews revealed personnel problems and it was recommended that the Project Director, Mr. Antu, have a conference with each of the staff. Mr. Antu reported his findings and recommendations to the evaluators.

Visit #8, October 2-3, 1972

The purpose of this visit was to meet with the new Project Director, Mr. Robert Olive, and Mr. Stephen Catalani of the San Antonio Independent School District regarding the implementation

of the project goals for the 1972-73 school year.

Specific activities of this visit were:

1. To become familiar with staff changes;
2. To determine the status of the Advisory Committee;
3. To determine the direction of staff efforts in the various project components; and
4. To review priorities for the 1972-73 school year.

Visit #9, January 13-14, 1973

The purpose of this visit was to review the preliminary planning necessary to integrate those aspects of the project which were dependent upon Federal funding into the on-going programs of the San Antonio Independent School District. In-depth interviews were held with Mr. Stephen Catalani, Federal Programs Officer of the San Antonio Independent School District, and Mr. Robert Olive, Director of Project VOICE.

Visit #10, May 10, 1973

The purpose of this evaluation visit was to review the end of school activities of the project and to observe the project as it related to the Junior High School Program.

Specific activities of the evaluator included:

1. Interviews with the Project Director and the elementary and junior high school OOC's; and
2. Visits to Rhodes and Irving Junior High Schools to interview school administrators and classroom teachers.

Visit #11, July 30, 1973

The purpose of this visit was to confer with SAISD officials regarding plans which had been made to continue career education in the District upon termination of Federal funding, and to meet

with the Project Director regarding the termination status of the project.

Summary of the On-Site Visits

During the term of the Exemplary Project VOICE, the evaluators have made 11 visits at which time they have met with most officials of the San Antonio Independent School District at least once, have conferred many times with the Project Director and the staff of the project, have visited the schools of Area III and interviewed principals, counselors, and teachers. Visits were made to classrooms and some students were interviewed.

Other activities of the evaluators have included a review of all on-going processes and products of the project and a determination of the status and achievement of the stated aims and objectives.

OBJECTIVES

An evaluation of the stated objectives of the project has been made in the evaluation reports of the third party evaluators and an ennumeration of activities and products has been reported in the reports of the Project Director. A brief summary of the accomplishments of these objectives is appropriate in this final report.

Objective 1: "To develop an intensive program of vocational guidance-counseling-placement in grades 10-12 in the target area."

Vocational guidance and placement programs were initiated at Lanier High School. Orientation sessions for after school programs, occupational orientation courses were conducted as were employment interviews and job counseling. Career Day programs, speakers, field trips, and the use of various materials and media were employed to provide vocational guidance to students in grades 10-12.

During the second year of the project, a vocational guidance counselor was hired and placed in the high school and a placement office was established for Area III.

The success of the achievements of this objective is the commitment of the school district to support eight vocational counselors in the eight high schools of the district at a direct cost to the district of $95,000 per year.

The placement office which was started in Area III was expanded to Area I. Upon termination of Federal funding, three placement offices staffed by a placement officer and appropriate clerical staff will be continued by the District at a direct cost

of $45,000. These placement offices will continue to provide counseling, placement, and follow-up services.

Placement offices will also become career education resource centers for the schools in the district.

Objective 2a: "To develop an awareness of occupations in elementary and junior high students by utilizing materials integrated into the elementary and junior high curriculum."

Objective 2b: "To bring about an awareness among elementary teachers of the value of integrating vocational materials into the elementary curriculum."

In addition to career education lesson plans which have been developed for elementary and junior high school classes, contacts have been made for field trips to various places of business and industry and a speaker's bureau has been established. A variety of career education materials has been purchased and developed for use in the elementary and junior high schools.

In-service orientation training has been provided for teachers, counselors, and administrators, as well as the on-the-job support activities of the occupational orientation counselors so that school personnel at the elementary and junior high school levels are well aware of career education and world of work concepts.

The District has a stated commitment to "maximize the use of VOICE materials and procedures" and funds are being directed to duplicate and disseminate these products of the project for total District use.

The District effort to continue career education objectives will amount to approximately $169,000 in direct costs. Also, approximately 100 elementary and junior high school counselors

will devote one-fifth of their time to support these objectives which will involve about $200,000 indirect cost to the District.

Objective 3: "To develop and implement a Vocational Opportunities Curriculum for junior high students in the target area."

One of the most difficult aspects of the project is to move away from the industrial arts philosophy to the idea of a vocational opportunities curriculum for junior high school students. The "World of Construction" was implemented in two junior high schools without real success. However, the effort may have more of an impact on vocational awareness than is evident at this time.

The major thrust at the junior high school level has been the implementation of occupational orientation sessions with students and the integration of career education concepts into the social studies and science curricula.

School counselors and curriculum coordinators are charged with continuing this component of the project.

Objective 4a: "To provide intensive and short-term entry level skill training prior to and/or after exit from the school for students who have received vocational training."

Objective 4b: "To provide short-term intensive job entry skill training to seniors prior to or immediately after graduation."

During the quarter ending June 1, 1973, high school students continued to participate in intensive training programs so that at the end of the school year, 36 certificates were awarded to Lanier High School students in five occupations including welding, auto mechanics, nurses aide, vocational dressmaking, and business machines.

This is indicative of the success of this objective. Because of the need to continue to provide entry level skill

training for students who have not received vocational training, this program will be continued under Title I.

As a result of the achievements of this objective, the school district has stated that: "Every high school student is to have a saleable skill upon graduation."

Objective 5: "To expand the Youth Tutoring Youth Program."

While this program enjoyed some success during the first two years of the project, it was not expanded after 1972.

Objective 6: "To implement a follow-up system for the target schools and the formulation of an evaluative data bank."

A follow-up system has been developed by the placement offices. Extensive data are available from December, 1971 to July, 1973. This follow-up system is to be continued as a means of evaluating the implementation of career education objectives into the on-going program of the schools of the District.

Objective 7: "To expand enrollment of the bilingual VOE program to reach the disadvantaged."

Because of the difficulties encountered in implementing this objective, and because of an overlapping of effort with the on-going high school program, this objective was dropped from the efforts of the project.

SUMMARY AND CONCLUSIONS

The objectives and resulting activities of this exemplary project have been directed toward the problem of developing a program of career development and occupational awareness for students who have been under-achieving due to language difficulties and socioeconomic disadvantages. Few students from this area have attended college, many drop out of school, and few of them aspire to leave the area. In the past, students have not received proper guidance and counseling to help them break out of this cycle.

The overall objective of this project has been to develop and implement a guidance and counseling program for the youth in this area, to add dignity to the world of vocational occupations, and to help students relate their academic work to the requirements of the world of work.

At the elementary and junior high school levels, the efforts of the project have been directed toward raising the career awareness level of both students and teachers. Lesson plans, materials, and training of teachers and counselors should assure the continuation of this component of the project. Counselors and curriculum coordinators have been given the responsibility to continue career education in the elementary and junior high schools of the District.

At the senior high school level, there is every evidence that students will be given the opportunity to possess a saleable skill upon graduation. Further, the level of aspiration of students graduating from high school will be raised by the availability of the services of a vocational guidance counselor in each

high school. These counselors will also help high school students find part-time employment.

Upon graduation, students in this District will be able to avail themselves of the extensive services of the placement offices. The services and data gathering functions of these placement offices is a model which may be replicated throughout the State. It would be desirable to expand the data gathering and follow-up functions of this office into the schools of the District so that full accountability of career education concepts can be maintained.

Any program is subject to the commitment of those who are charged with the responsibility of implementing it; the model provided by the personnel of the VOICE project should make this task an easy one.

Dissemination

Information about the project was disseminated periodically so that the general public as well as school personnel were fully informed about the goals and activities of each component of the program. Requests for information and copies of prototype materials were received from many other Districts, and each request was filled promptly. The wide dissemination of information and the distribution of exportable instructional products has been an outstanding accomplishment of VOICE.

Project Leadership

The Project Directors, Mr. Antu and later Mr. Olive, as well as SAISD administrators, have given fullest consideration to the objectives of the project. Occasionally, personnel turnover

caused delays and contributed to some communication breakdowns. However, project leaders were so completely in control at all times that such problems were quickly handled.

It cannot be stated too strongly that the Project Directors handled the growing pains, delays, and frustrations that are inherent in such an endeavor so that the project advanced to a successful conclusion. Also to the credit of the project leaders was the assembling and training of project personnel at all levels.

Impact of VOICE

It is apparent that the impact of VOICE on the District has been great enough and valuable enough to incorporate the concepts into the schools of the San Antonio Independent School District.

Most teachers, counselors, and school administrators have become dedicated to the career and vocational needs of the students from grades K-12. Career education concepts have become a vehicle by which the academic subjects have gained relevance for the student.

But, perhaps the most important impact of the project was on the community of the target area. Initially there was little support for the project from the Mexican-American community because of the stigma attached to vocational occupations and trade schools. There is documated evidence that there has been a complete change in thinking in the community, Career education and vocational guidance and counseling are seen as a means of moving in and moving out.

A Final Word

Sierra Planning/Research Associates would like to take the opportunity of this final report to express appreciation for the many courtesies shown to them during their many visits to San Antonio. SAISD administrators and VOICE personnel have been most candid in supporting our endeavors to evaluate this project.

Gracias and Adios.

APPENDIX

E V A L U A T I O N

E X E M P L A R Y P R O J E C T

VOCATIONAL OPPORTUNITIES IN CURRENT EDUCATION

REPORT NO. 11

PROJECT VOICE

OF

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Evaluators:

Dr. Dana Davis
Dr. J. Clark Davis
Sierra Planning/Research Associates

July 30, 1973

PURPOSE

This evaluation visit was made in order to confer with Mr. Stephen Catalani, Director of Special Programs of the San Antonio Independent School District, regarding plans which had been made to phase in VOICE Project activities and products into the regular on-going program of the school district.

Another purpose of the visit was to meet with Project Director, Mr. Robert Olive, regarding the termination status of the project.

PROCESSES

All remaining project staff are working on final reporting of project activities and products necessary to the termination of the project. Other activities are being conducted pursuant to directions from Dr. William Robinson, Assistant Superintendent of Instruction to duplicate and disseminate project materials to counselors in each school.

The overall plan to incorporate VOICE Project objectives into the program of San Antonio Independent School District is as follows:

There is to be a total district effort to utilize counselors to conduct in-service and on-the-job training of teachers to implement the career education concepts and materials. Each counselor will receive a packet of career education materials for classroom use. Generally speaking, the school counselor will take over the responsibilities and activities of VOICE Project's occupational orientation counselors. As a result of this commitment, San Antonio Independent School District is contributing one-fifth of the time of approximately 100 elementary and junior high school counselors to this effort.

Lesson plans for career awareness and occupational orientation at the elementary and junior high school level are to be integrated into the on-going curricula.

At the senior high school level, eight vocational counselors in the eight high schools of the district will give vocational counseling to students and will handle all part-time [illegible] orders. The crash program and materials development will continue as a part of Title I. It is the expressed objective of San Antonio

Independent School District that every student will have a saleable skill upon graduation.

Three placement offices staffed by a placement officer with appropriate clerical staff are to be established in three areas of the District. The method of taking job orders, interviewing applicants, placement and follow-up for retainability as developed by VOICE will be continued. This method of operation thus becomes the basis for accountability to SAISD.

Placement offices will also become the resource centers for career education materials.

PRODUCTS

The products of the VOICE Project which will be utilized by the San Antonio Independent School District include the following:

All materials which have been developed will be duplicated and disseminated to the school counselors. These products include Career Education and Orientation lesson plans for grades K-12, Sound on Slide productions for elementary and junior high school classroom use, and bibliographies of successful citizens from the Mexican-American community.

A valuable product of the project has been the development of several model programs and projects. These include a model for career education orientation workshops and in-service training of teachers which may be used by the counselors, several plans for various types of Career Day programs for use at the junior and senior high school level, and a prototype has been developed for field trips to various businesses and industries.

Another product of the project has been the development of a speaker's bureau. Approximately 137 local people, representing a variety of jobs and professions are available to speak in classrooms or participate in career day activities.

Finally, a teacher opinionnaire has been developed in order to evaluate the effectiveness of career awareness concepts. This instrument will be of real value in determining the effects and needs of future activities.

As a result of the efforts of this project, a catalog of filmstrips, films, and other materials has been made and these

career education aides will be available for use throughout the District.

CONCLUSION

It is evident from this on-site visit that the objectives and activities of the exemplary project VOICE have had an impact on the entire school district. The activities and materials which were purchased and developed to support a program of career awareness, vocational training and counseling, and job placement which were the responsibilities of this project are to be utilized in one form or another in all of the schools of the District.

The specific objectives of the project were directed toward raising the level of career awareness of the students in Area III. Corollary to this aim was the objective of helping students become aware of the need for an education in order to qualify for the world of work. It is the opinion of these evaluators that the project staff has been faithful to these goals, and that the San Antonio Independent School District has assumed, with full integrity, its commitment to continuing these objectives.

SHORT TERM
INTENSIVE TRAINING COURSE

HOW TO GET A JOB AND KEEP IT

HOW TO GET A JOB AND KEEP IT

Lesson I - Self awareness:

Before a student can be adequately prepared to accept a job, he must be realistically prepared to accept himself. Through various interest inventories and personality check lists the student will become aware of his abilities and limitations. These should be evaluated and discussed in relation to kinds of job opportunities available which will fulfill the psychological needs of the student.

Materials:

1. Interest inventory
2. Personality check-list
3. Personal data sheet

Teaching Procedures:

Discuss with the students the importance of self-concept to any job preparation. Define what is meant by assets and personal characteristics. Reinforce the positive! Statistics show that personality is more often the reason for dismissal rather than lack of specific skills.

Lesson II - How to find a job:

After a student has become aware of his own interests and abilities, he is better prepared to make a valid career choice. He knows now what he can do and cannot do, what are his likes as well as dislikes. There may be several alternatives open to him. How does one go about finding what is available in the job market?

Materials:

1. Local newspaper classified ads
2. Flyers from T.E.C.

Teaching Procedures:

Introduce students to the abbreviations used in the want-ad section of the newspaper. Have students search for three jobs they might like to apply for. Circulate flyers from T.E.C. which give personal characteristics of worker, job duties, expected salaries, benefits and expected advancement opportunities. Friends and relatives are also resources which might be used to find a job, however, they do not often know any of the particulars concerning the job.

Lesson III - Techniques for applying:

When a student has decided on several possible job opportunities, there are numerous ways to find out more information. Writing an application letter may be necessary if only a box number is given in the ad. Good telephone manners can be a valuable asset in making an inquiry for employment, to answer an ad, to make an appointment or to check on an appointment.

Materials:

1. Correct form for application letter
2. Teletrainer from Southwestern Bell Telephone Company
3. Telephone Directories
4. Manuals from telephone company (free) on telephone etiquette, etc.

Teaching Procedures:

Using the workbook How to Get a Job and Keep It, have students write a sample letter of application answering a selected want ad. With the Teletrainer, have the students role play several types of telephone conversations in making inquiries concerning a prospective employment position. Be sure the students are familiar with the information contained in the yellow pages of the telephone directory.

Lesson IV - The application form:

Many times students are not hired because of their inability to properly fill out an application blank. This form is the first impression the employer gets of the applicant. It must be neat, legible, complete, accurate and all directions followed precisely.

Materials:

1. How to Get a Job and Keep It (Unit Three)
2. Actual application blanks from several local businesses
3. Practice application blanks

Teaching Procedures:

Review all the vocabulary contained on an application blank. Emphasize the necessity to have information at hand which will be required on the application, i.e., full name, address, phone and title of each reference, as well as permission to use their name, all educational data, and the name, address, and title of immediate supervisor for any previous employment. It would be best to have students record this information on small cards to carry inconspicuously in their wallet or purse.

Lesson V - Effective interviewing:

Second in importance after the application blank, the interview is the opportunity to "sell" oneself to the employer. Personal appearance and courtesy are the two most important attributes to an interview.

Materials:

1. List of do's and don't's for an interview
2. How to Get a Job and Keep It (Unit Four)
3. Cassette Tape on Interviewing by Ken Abrams, Region XIX ESC
4. Tape recorder to review simulated interviews in class

Teaching Procedures:

Review with the students the do's and don't's in interviewing. Role play several interviews. Critique these as a class. Listen to the tape by Ken Abrams. If possible, have a personnel manager, or employee of T.E.C., or a San Antonio Independent School District Placement Counselor come to the class and conduct an actual interview.

Lesson VI - Filling out necessary papers:

After the student has been successfully interviewed and hired he will encounter numerous other forms. These forms are easily obtained and can give the student invaluable experience in learning to cope with real life situations.

Materials:

1. Social Security application for those who do not already have a card
2. Health card form for those who might be going into work requiring this type of requisite
3. W-4 Withholding Statement
4. Credit applications
5. Banking forms (deposit slips, signature cards, checks, etc.)

Teaching Procedures:

These forms and many others can be obtained from local business establishments or can be simulated to give the student practice in correctly filling in all the information requested.

TEACHER OPINIONNAIRE

SA A U D SD — If you strongly agree with the statement, mark SA.

SA A U D SD — If you agree with the statement in general, mark A.

SA A U D SD — If you are uncertain about your feelings toward the statement, mark U.

SA A U D SD — If you disagree with the statement, mark D.

SA A U D SD — If you strongly disagree with the statement, mark SD.

(92% Agree)
SA A U D SD 1. Students in junior high school begin thinking about possible career fields.

(88% Agree)
SA A U D SD 2. Students should learn to self-appraise their own potentials.

(88% Agree)
SA A U D SD 3. Students should be allowed to gain first-hand knowledge of the world of work through field trips.

(81% Agree)
SA A U D SD 4. The use of resource speakers is a valid means by which students can gain understanding about various careers.

(76% Agree)
SA A U D SD 5. Education can be made more relevant by integrating career development concepts.

(68% Agree)
SA A U D SD 6. If students can see the relevancy of academic skills to future career possibilities, the drop-out rate will decrease.

(76% Disagree)
SA A U D SD 7. A student's use of leisure has lots to do with his educational and occupational future.

(99% Disagree)

SA A U D SD 8. Absence or tardiness in school doesn't hurt one's chances of getting a job.

(91% Agree)

SA A U D SD 9. Students in junior high school should be informed about major occupational fields and how to gain entry into their desired fields.

(62% Agree)

SA A U D SD 10. The best way to learn the decision-making process is to make decisions. Students should be allowed more freedom in making decisions which will affect their future.

(97% Disagree)

SA A U D SD 11. Once a student makes a career choice he should stick to it and not explore other possibilities.

(45% Disagree)

SA A U D SD 12. At the junior high school level, students are completely unrealistic in their career choices.

(72% Agree)

SA A U D SD 13. A ninth grade student should be able to comprehend all the vocabulary and to successfully complete a job application blank.

(54% Agree)

SA A U D SD 14. Upon completion of junior high, a student should be able to plan a high school program commensurate with his interests, abilities, aptitudes and career preferences.

(37% Agree, 34% Undecided)

SA A U D SD 15. Using the Dictionary of Occupational Titles, the student should be able to identify ten occupations which are ranked highest in dealing with people, things, or data.

(44% Agree)

SA A U D SD 16. Students who work part-time are usually able to make more valid career decisions.

(87% Agree)

SA A U D SD 17. Career education should involve all students, regardless of their post secondary plans.

(81% Agree)

SA A U D SD 18. Career education is not a synonym for vocational education, but vocational preparation is an integral and important part of a total education system.

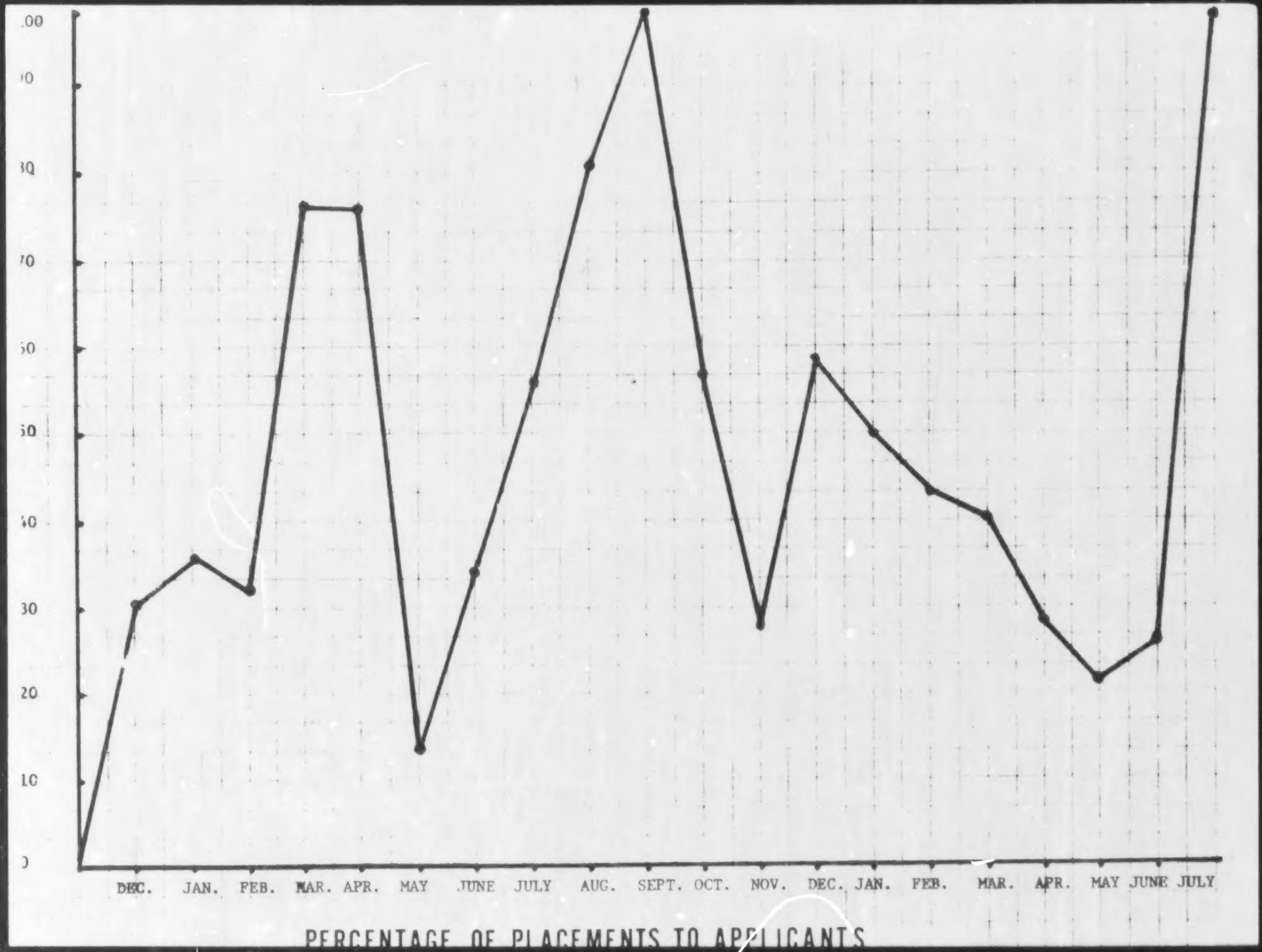
(96% Agree)

SA A U D SD 19. A person may be suited for several different careers.

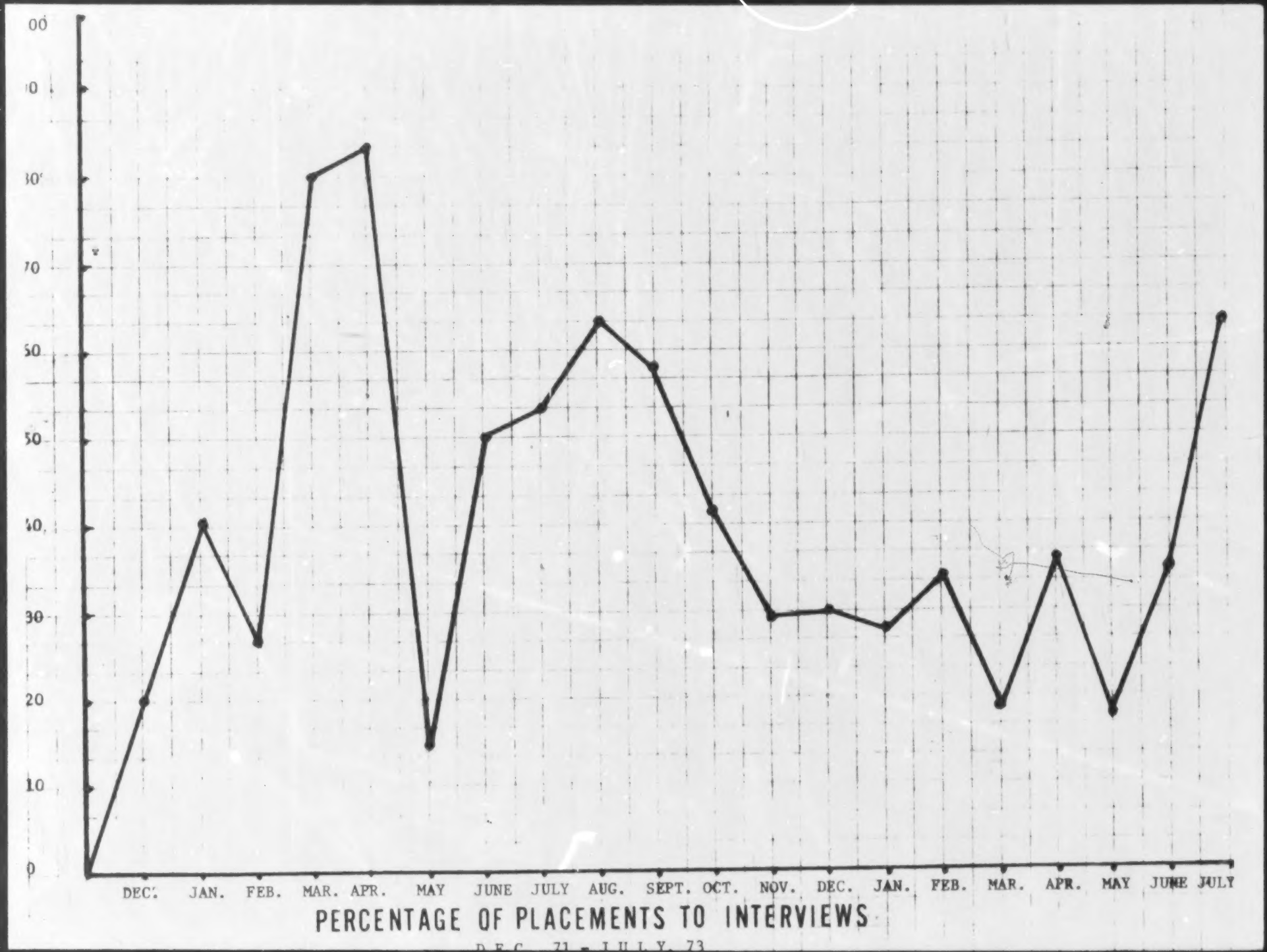
(96% Agree)

SA A U D SD 20. People change, and sometimes change careers as they go through life; therefore, career development is a continuing process.

Statistical Information	Based on 1,088 to date (Dec., 71 through July, 73)
Number of Placements	1,088
Average monthly salary of placements retained	$352.00
Average monthly income tax withheld with one (1) dependent	$39.81
Average monthly social security paid	$18.21
Total monthly Federal Withholding for each placement	$58.02
Total monthly Federal Withholding for 1 month for 1,088 retained placements	$63,125.76
Total Federal Withholding for one (1) year	$757,509.12
Expenditures for Total V.O.I.C.E. Program for one (1) year	$156,116.66
Benefits realized by Federal Government above expenditures for total V.O.I.C.E. program.	$601,392.46



PERCENTAGE OF PLACEMENTS TO APPLICANTS



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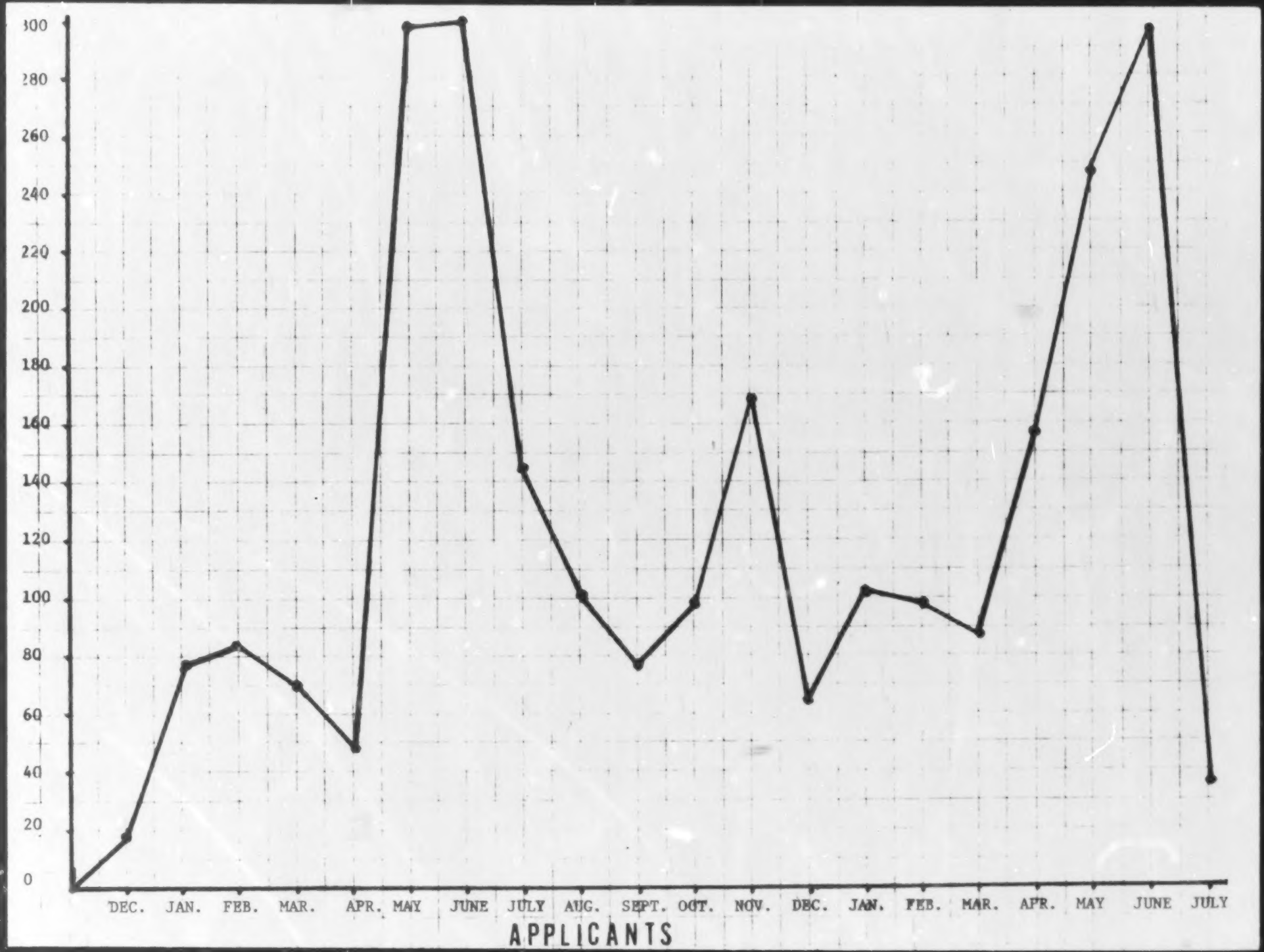
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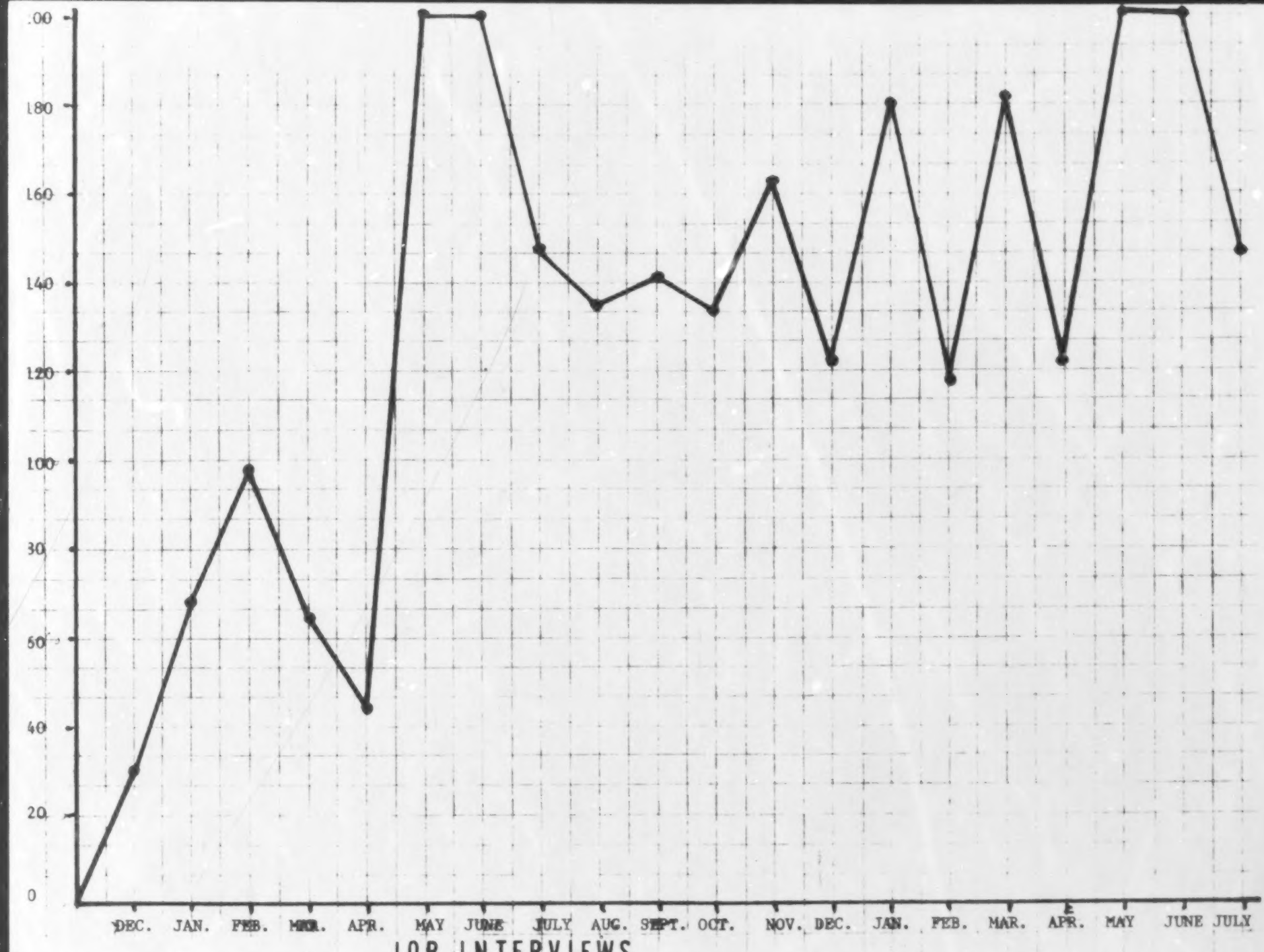
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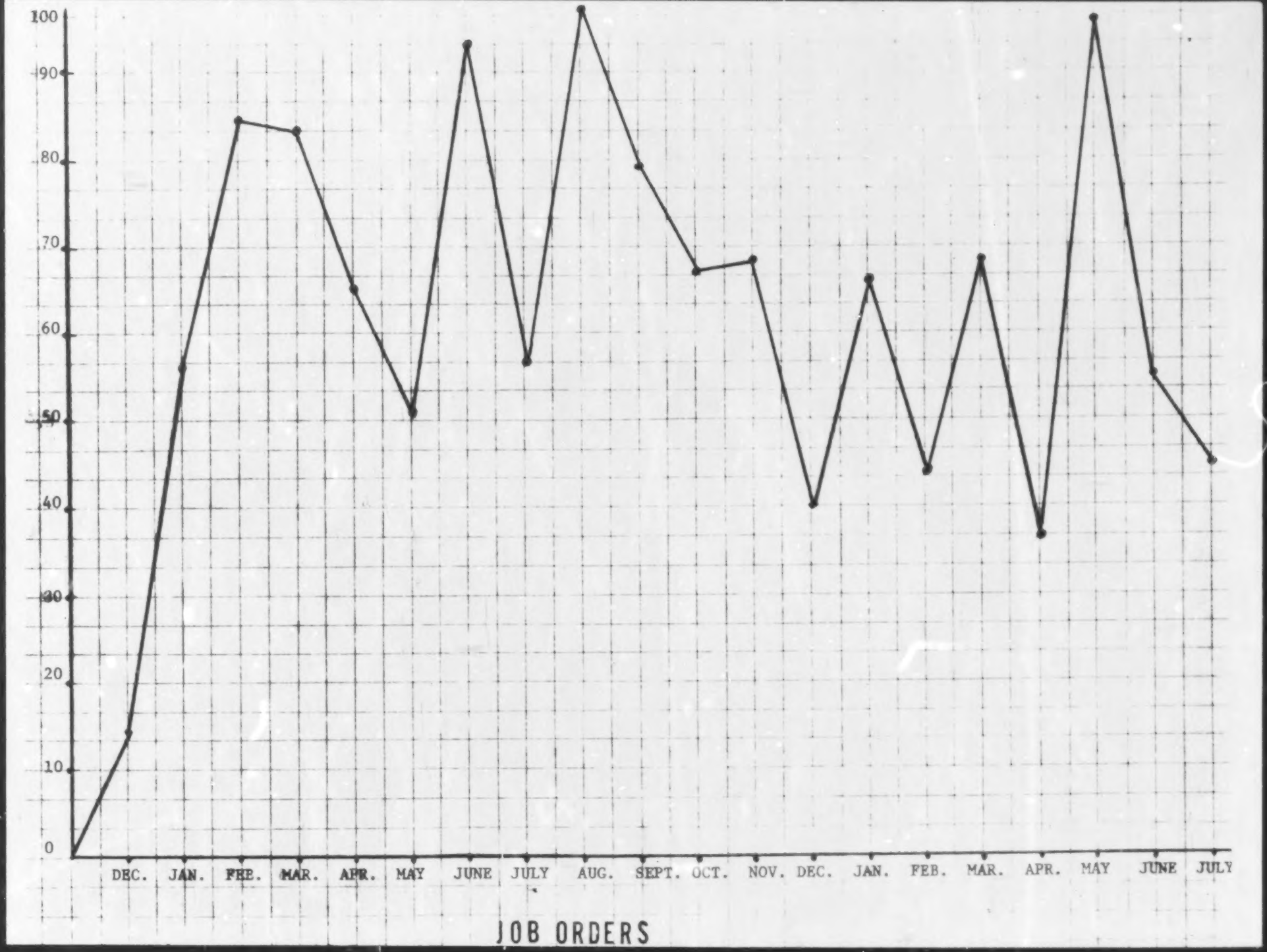
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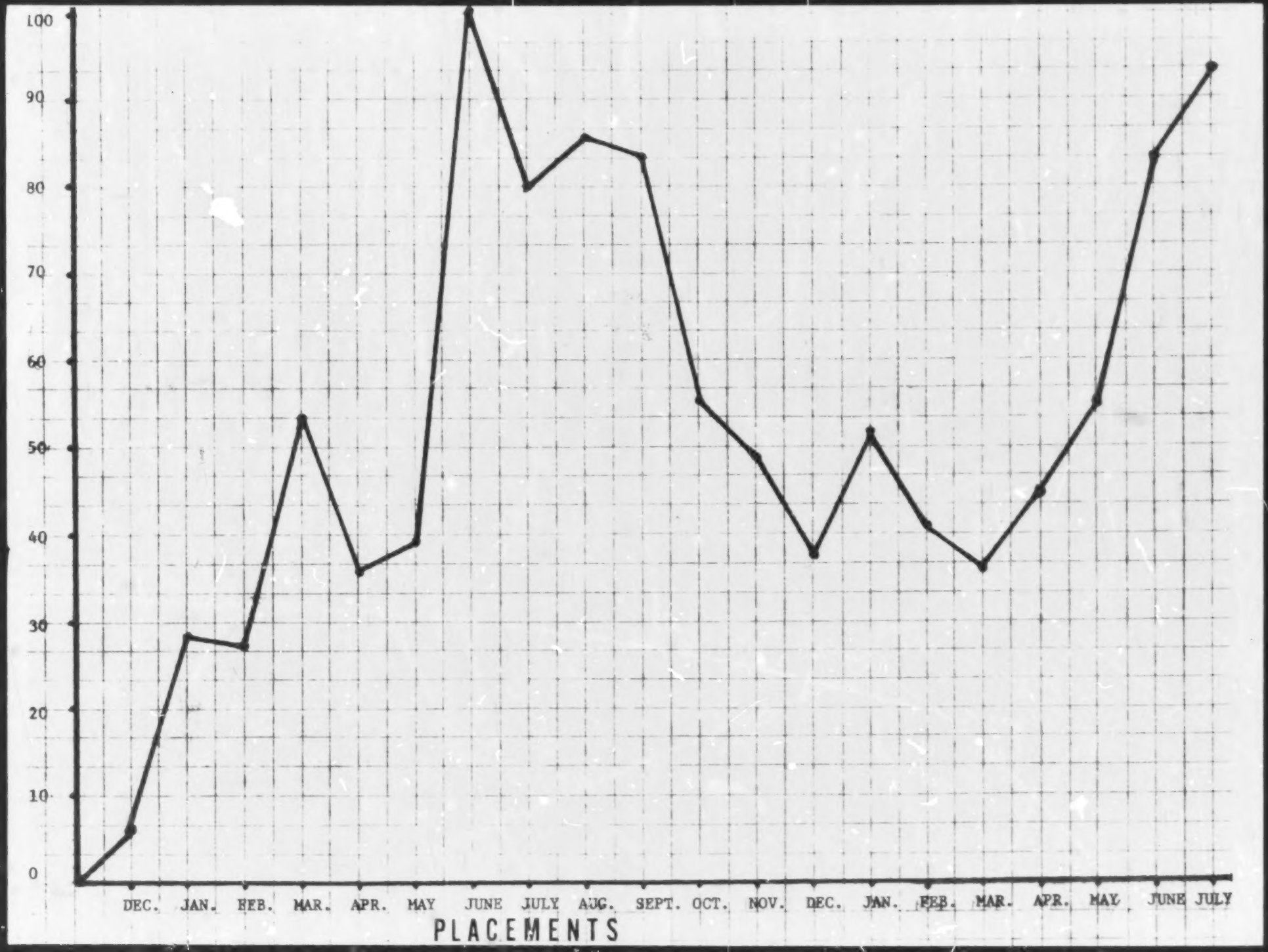
JOB ORDERS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OCCUPATIONAL ORIENTATION CONSULTANT

JOB DESCRIPTION

In order that the duties and responsibilities of the Occupational Orientation Consultants be executed in an expeditious and efficient manner, concerned personnel shall familiarize themselves with the following job description.

1. Visit each teacher on an individual basis at least once a week.
2. Give a teaching demonstration whenever asked.
3. Designate and disseminate materials.
4. Schedule themselves into a Faculty Meeting at least once a month.
5. Schedule themselves into a P.T.A. presentation at least twice a year (once each semester).
6. Keep a Daily Log of activities. This log is to be reviewed each Friday by the Coordinator.
7. Keep a record of teacher activities by school.
8. Turn in a Summary Report weekly.
9. Schedule themselves into the Placement Office every Friday.
   a. Turn in materials.
   b. Check out materials.
10. Schedule a meeting with the School Principal once a month.
11. Conduct in-service training as needed.